



SUCCESSFUL UNIVERSITY-COMMUNITY PARTNERSHIPS FOR HEALTH: TAKING THE LONG ROAD

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Welcome!

Welcome to the space!

Introductions: Facilitators

Introductions: Participants

Sign in sheet

goals for today



Increased understanding of benefits
and challenges of university-
community partnerships

The background is a solid orange color. It features several large, thick, light-yellow curved lines that sweep across the frame. A single, thinner yellow line runs diagonally from the top-left towards the middle-right. The text is centered within a large, light-yellow circular shape.

Explore what transformative change can
look like, in relation to partnership
building

Get tools to bring back to
organizations, institutions or
communities

a few notes for our session...



arts based techniques



participatory

time constraints

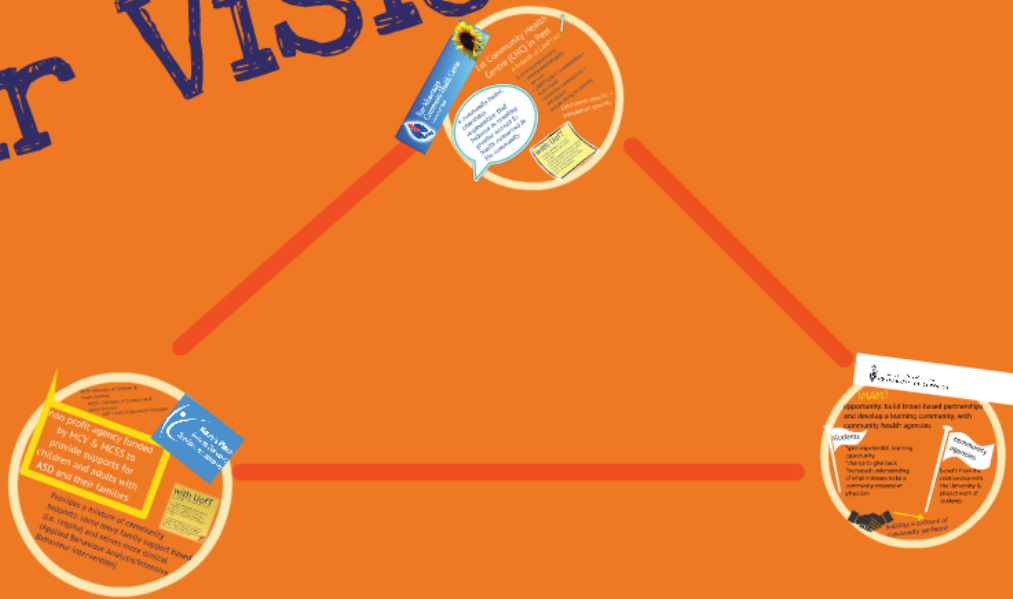


- *be conSCious of how you're engaging in the Space*



- *there is a wide variety of experience and expertise in the room*

Our Visions



MCY = Ministry of Children &
Youth Services
MCSS = Ministry of Community &
Social Services
ASD = Autism Spectrum Disorders

Kerry's Place
Autism Services
Services en autisme

non profit agency funded
by MCY & MCSS to
provide supports for
children and adults with
ASD and their families

with UofT

2 main objectives in engaging with the partnership
with UofT MAM

- a) Positively influence future medical doctors by increasing their understanding of youth with Asperger's Syndrome and the challenges faced by them and their families, thereby increasing sensitivity to and responsiveness to the needs of this population.
- b) Opportunity of the research project to allow for an objective lens in looking at the challenges faced by youth with Asperger's Syndrome and mental health concerns and to derive recommendations for community change from this research.

Provides a mixture of community supports: some more family support based (i.e. respite) and others more clinical (Applied Behaviour Analysis/Intensive Behaviour Intervention)

with UofT

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East Mississauga
Community Health Centre
A Branch of LAMP

1st Community Health Centre (CHC) in Peel

a branch of LAMP CHC

*a community based,
charitable
organization that
believes in creating
greater access to
health resources in
the community*

5 priority populations:

- immigrants/refugees
- seniors
- LBTTIQ2S communities + individuals
- racialized communities + individuals
- people living in poverty

*catchment specific +
population specific*

with UofT

- already working with a Social Determinants of Health (SDoH) framework
- interest in supporting medical providers to be more aware of structural barriers faced by our priority populations
- CHCs have often hosted community based research projects

with UofT

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(MAM)

opportunity: build broad-based partnerships
and develop a learning community, with
community health agencies

students

- *gain experiential learning opportunity
- *chance to give back
- *increased understanding of what it means to be a community-responsive physician

community agencies

benefit from the relationship with the University & project work of students



building a network of
community partners



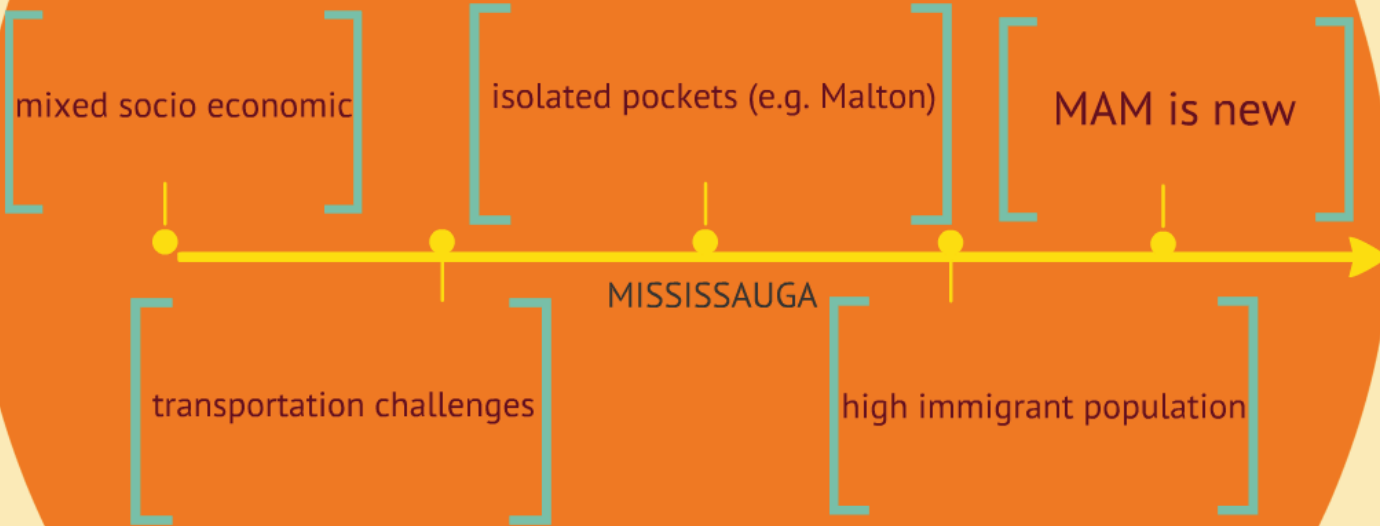
Think of a Situation you know
of, where there has been
Social change effected by
collaboration -
what made it work?





Given the relatively short term nature of service learning experiences and of some community-university partnerships, we are inviting you to think about "the long road" in terms of change.

IMAGINE and RE-IMAGINE how you think about and measure change!



step 1:
name your context

step 2:
outline your shared vision



community-responsive
physicians who are
sensitive to and can be
serve Mississauga's
diverse populations

indicators of change

step 3:
map out the indicators
of change that you
can foresee within 1
year, 2 years, 5 years
and 10 years

*students interact
directly with people
served*

1

*students are able
to clearly
articulate the SDoH
framework*

2

*agencies have
increased capacity
as learning
organizations*

5

*SDoH and
community health
are a larger part
of curriculum*

1

0

step 4:
map out the opportunities
that can facilitate change,
that you can foresee within
1 year, 2 years, 5 years and
10 years

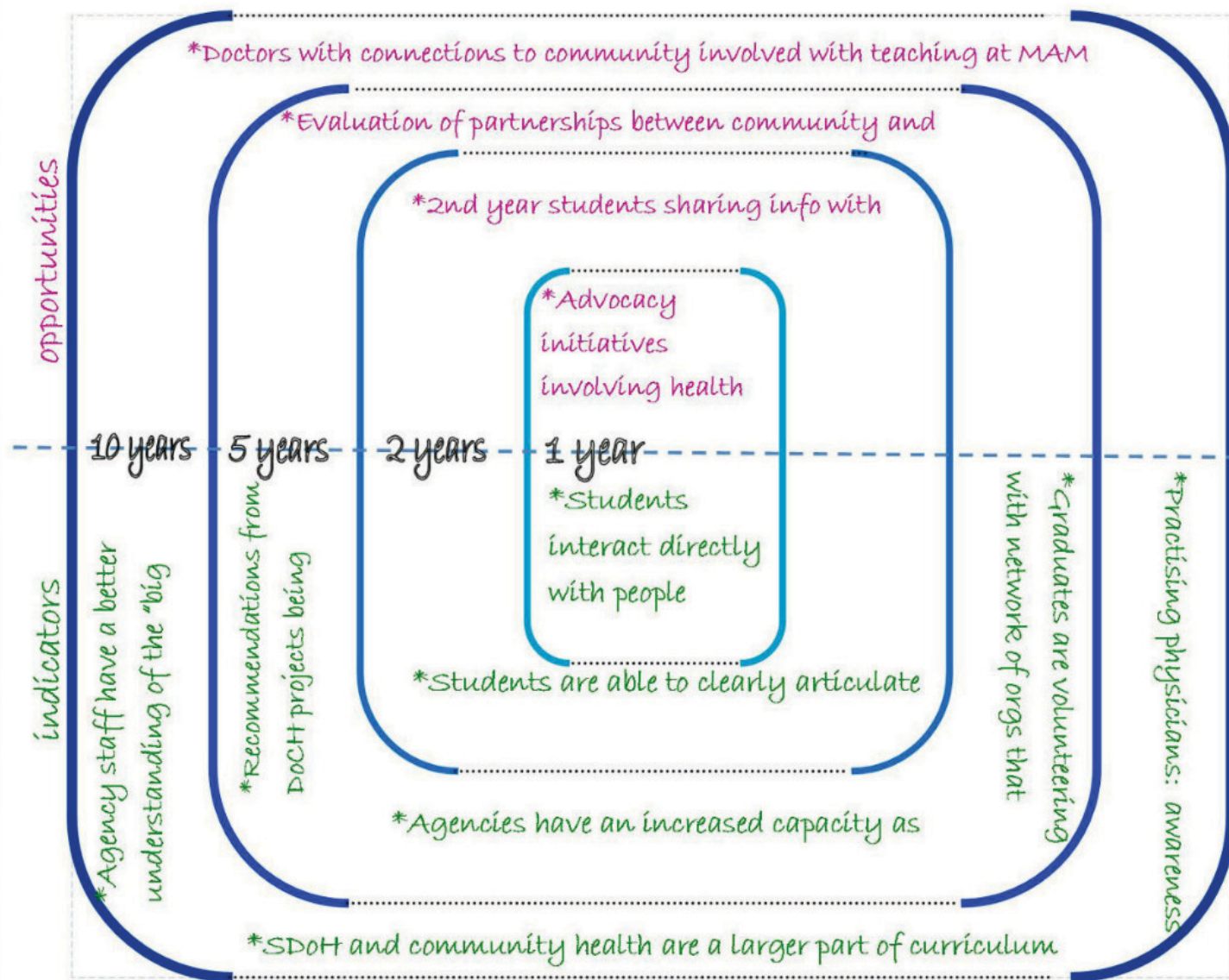
within 1 year:
advocacy
initiatives
involving health
care
practitioners

within 2 years:
2nd year
students sharing
information with
incoming
students

opportunities

within 10 years:
doctors with
connections to
community
involved with
teaching at MAM

within 5 years:
evaluation of
partnerships
between
community and
university

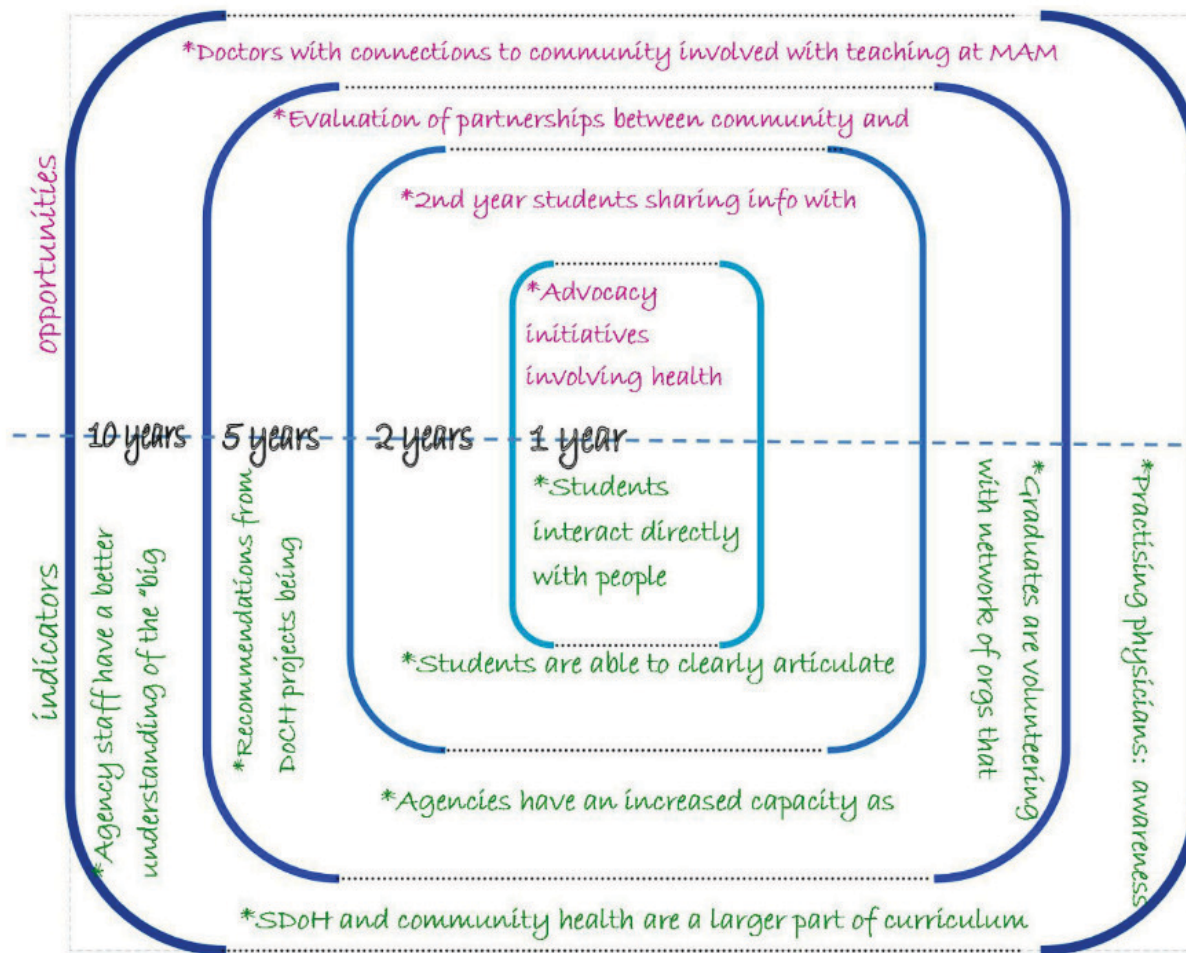


Our context: Mississauga

- Mixed socio-economic
- Transportation challenges
- Isolated pockets
- MAM is new

Our shared vision:

Community-responsive physicians who are sensitive to, and can best serve Mississauga's diverse



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YOUR TURN!

*If you were going to use this tool,
who would be at the table?*

*How could you help facilitate
students being involved with
community agencies?*

*How would you come up with a
common goal/Shared vision?*

*What can you
accomplish in the
next 6 months?*

*How would you work
together to prepare
for "the long road"?*

what are you
taking away?



Thank you!



feedback sheets



USB keys



continue the conversations



we will share the photographs

